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ABSTRACT

This protocol materials unit, based on the interaction component of instruction, is designed to help prospective teachers better understand verbal behaviors as related to fair (positive feedback) and unfair (negative feedback) responses. Fair verbal behavior is defined as following a standard of equal treatment toward all students and as free from bias, dishonesty, and injustice. Findings from previous studies indicate that communications in classroom verbal interaction carry cognitive, affective, and social meaning. Further, teachers who give fair verbal responses usually have classes who achieve in most subject areas. In two films of teacher-led class discussion, the teacher exhibits unfair verbal behaviors in the first and fair verbal behaviors in the second. Students are asked to observe and identify consistency of teacher feedback and differences between the behavior patterns of the two teachers. A class discussion follows, after which pre-service teachers analyze the tapescript of the film for specific indicators of fair verbal behavior. Lastly, the students work on the criterion test for the unit in a role playing activity with a fair and unfair teacher, using dialogue developed by pre-service teachers. Student materials are included in the booklet. (Author/SJM)

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FAIR VERBAL BEHAVIOR

A Protocol Materials Unit for Teachers

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FAIR VERBAL BEHAVIOR

A Protocol Materials Unit for Teachers

Rationale

One teacher behavior often commented on by students is the fairness of their teacher. Students are keenly aware of how fair a teacher is in what he says to each member of the class. Teachers should be just as aware of student interpretations of their comments.

Considerable attention has been given in pre-service education to teacher verbal behaviors related to giving praise and criticism *per se*, but seldom, outside of research studies, are these behaviors analyzed from the perspective of interaction involving all students in the classroom.

Instruction is a complex process consisting of many components. A model of instruction could include Antecedent Conditions, Interaction, and Outcomes as major components. The interaction component of instruction is the basis of this protocol materials unit. But Interaction as a component represents too many behaviors to be a very useful unit of analysis for pre-service teachers. It is helpful to break down Interaction into sub-components that can be more specifically analyzed. By breaking this component down into its interactive sub-components such as Student Behavior, Teacher Behavior, Materials, and Environment, we can continue to delineate sub-components until just those interactive behaviors we wish to study remain. Teacher behavior readily divides into verbal behavior and non-verbal behavior, but those concepts still represent large clusters of variables. At least one more step down the conceptual ladder needs to be taken to arrive at a group of behaviors that, taken together, provide new insight into teaching and yet are

not so strictly defined as to be insignificant or lost in context. The concept Fair Verbal Behavior is a middle-level concept in the hierarchy of instructional behaviors. It is not so broad and unweildy for pre-service teachers to deal with as all teacher verbal behaviors yet is not so narrow as to describe only accepting verbal behaviors.

Studies of classroom interaction show that teachers spend about two thirds of their class time on two kinds of communications: handling information and bestowing rewards and punishments (Murphy and Brown, 1970). This protocol materials unit deals with teacher verbal behaviors related to the bestowing of rewards and punishments. More specifically it is hoped the pre-service teachers will conceptualize these verbal behaviors as falling into two groups - verbal behaviors students perceive as fair and those which students perceive as unfair. Many studies have been conducted to observe teacher behavior in the realm of bestowing rewards and punishments in order to determine the major patterns into which such observed teacher behaviors fall. Davidson and Lang (1960) found that children with higher self-concepts perceived their teacher's feelings toward them more favorably. That is, those children who scored higher on self-perception tests also felt more positive about their teacher's feelings toward them. Also, the more positive the childrens' perception of their teacher's feelings toward them, the better was their academic achievement.

The converse also apparently applies. Teachers who use extreme amounts or forms of criticism usually have classes which achieve less in most subject areas. However, this information should not be interpreted to mean that teachers should always reward students and never give corrective feedback. Rosenshine and Furst (1971) report that in no study was there a significant correlation between mild forms of criticism and student achievement.

Such mild forms include telling a student his answer is incorrect or providing academic directions. There is no evidence to support a claim that teachers should avoid telling a student he was wrong or should avoid giving academic directions.

It seems that more important than the amounts of positive and negative feedback administered, is when and to whom they are given. Walberg and Anderson (1966) felt a promising dimension for predicting learning was the perceived equality of class members. They hypothesized that "perhaps like in penal or military institutions, learning can be at least partially satisfying and effective in dominated and oppressed groups as long as everyone is treated equally. It may be when one inmate, rookie, or student is unfairly favored or set above the other that the energies of the group are diverted from the attainment of institutional or private goals into the resulting dissension." They related classrooms described as either democratic, stratified, or egalitarian to eight measures of cognitive and effective learning. Stratification correlated negatively with six of the learning measures and democratic climates correlated positively with three of the measures. They state that personal relations between class members do predict learning. Student perception that the class is personally gratifying and without hostilities correlates positively with learning. More important, student feelings of inequality detract from learning.

O.J. Harvey (1964-71) has consistently found that fair teacher behavior is a factor contributing to open teacher behavior which predicts learning. St. John (1971) determined that in interracial classrooms fairness in teachers contributed to improved conduct and a sense of environmental control as well as friendliness among classmates. Gump (1961) discusses what he terms the ripple effect. He established that a teacher's control actions toward a

deviant pupil has measurable effects on pupils who are not targets, but audience to teacher deviant interaction. In other words, the types of feedback a teacher gives not only influence the recipient of the feedback, but every other student in the class. Gump also found that fairness was one factor students considered basic to an acceptable teacher control pattern.

Fair verbal behavior is following a standard of equal treatment toward all students concerned that is free from bias, dishonesty, and injustice. Communications in classroom verbal interaction carry cognitive, affective, and social meanings. Since communications regarding bestowing rewards and punishments can be found in all three categories, fair verbal behavior has a direct influence on the types of meanings communicated in verbal interaction. It has already been discussed how unequal treatment of students can divert attention from learning tasks. One indication of unfair feedback from teachers is a resulting confusion on the part of students regarding the setting of the cognitive task. When praise and criticism are randomly bestowed, students cannot gain a clear understanding of the initial cognitive task, let alone the direction of the development of the content.

One way teachers can make the level of affective meaning in their class more positive is to reduce anxiety. Affective meanings related to anxiety are communicated through the degree of fairness found in teacher verbal behavior. Lack of fair verbal behavior injects an element of the unknown into the classroom that makes students more anxious. It was mentioned earlier how childrens' self-concepts were related to their perceptions of their teacher's feelings toward them. It could be predicted that those children who have no clear idea of how their teachers feel about them or feel that they are treated unfairly do not feel as confident and therefore are more

anxious in classroom situations. Also important in the communication of affective meanings is teacher acceptance of student feelings and ideas. Again, if this acceptance is inconsistent, students may decrease their willingness to respond honestly, if at all, when asked for their ideas.

The social meanings communicated by teacher verbal behavior are just as important as the cognitive and social meanings communicated. Hughes (1963) found that at least one-half of teacher social activity consists of dominative behavior. Dominative behavior is manifested through teacher impositions of controlling functions. The range of dominative behavior by the teachers was from 48 to 75 percent. Since the teacher does spend such a large percentage of time displaying authority and power, it is very important that pre-service teachers understand that authority and power cannot be wielded capriciously or punitively and that they understand how to ameliorate that authority and power.

Description of the Protocol Materials Unit

This protocol materials unit is designed to help prospective teachers better understand teacher verbal behaviors that are interpreted by students as fair. The examples chosen for study show teachers and students participating in teacher-led class discussions. In the film, the first classroom depicts a teacher who does not exhibit fair verbal behaviors and is contrasted to a second classroom where a teacher exemplifies fair verbal behaviors. Students view the film and are asked through questions in the film to observe whether or not the teachers are consistent in their feedback to students and what specific behaviors support their conclusions. They are also asked to note differences between the behavior patterns of the two teachers. A class discussion of the students' conclusions should bring forth some

general differences between teachers who do and do not exhibit fair verbal behaviors. Then pre-service teachers work as a class or in small groups to analyze the tapescript of the film in terms of specific indicators of fair verbal behaviors. Lastly, the students work in groups of two or three on the criterion test for the unit. It is a role-playing activity where pre-service teachers work out a dialogue between students and Teacher A - and example of a fair teacher - and Teacher B - an example of a teacher who is not fair.

Specific Objectives

The objectives of this protocol materials unit on fair verbal behavior are to help pre-service teachers:

1. Differentiate between teacher verbal behaviors that are fair and those that are not fair.
2. Describe behavior patterns that indicate the presence of fair verbal behavior and give specific examples of behaviors illustrating those patterns.
3. Describe behavior patterns that indicate the absence of fair verbal behavior and give specific examples of behaviors illustrating those patterns.
4. Diagram classroom interaction in terms of student comments and positive and corrective teacher feedback.
5. Comprehend that the consistency of teach feedback is related to the cognitive, affective, and social meanings a teacher communicates in the classroom.
6. Analyze fair verbal behavior as a variable in interaction.

Materials Needed

Provided: 1 14-minute, 16mm color sound film

1 Teacher's Guide

1 set of Student Materials which include:

a) description of behavioral indicators of fair verbal behaviors

b) transcripts for the two classrooms

c) interaction diagram worksheets

d) worksheets for the criterion test

Not provided: 16mm projector

take-up reel

screen

Time Requirement

Approximately fifty minutes.

Suggested Procedure for Presentation

1. The length of the introduction to this unit is entirely dependent on the knowledge your pre-service teachers possess. You may wish to show the film with very little prior comment. However, it may be helpful to your class to use some of the information in the rationale or information from other sources to clarify student understanding of verbal interaction and the important part played by teacher feedback in verbal interaction in the classroom.

2. Show students the film. The first classroom depicts a teacher conducting a class discussion on urbanization. Her eighth grade students have just finished viewing a set of slides on the topic. Pre-service teachers should be aware that on the film just prior to the beginning of the actual

classroom situation they are asked two questions:

1) Does this teacher follow a consistent standard of equal treatment coward all students?

2) What specific teacher behaviors support your conclusion?

The second classroom depicts a teacher conducting a class discussion of "Site Selection" as a geographical concept. These are seventh grade students. Again, students should be aware that just prior to the beginning of the second classroom situation, three questions will be asked in the film. The first two questions are the same as for the first classroom situation. A third question asks:

3) What differences can you see between the two teachers?

Students should be asked to note any specific behavior patterns that indicate whether or not a teacher is giving fair and equal treatment to all students. They should also compare and contrast the two behavior patterns exhibited by the teachers.

3. Students should discuss generally their feelings about the verbal behavior of the two teachers in the film. They will probably have noted that the teacher in Classroom #1 was much more inconsistent in her verbal feedback than the teacher in Classroom #2. They are sure to mention the fact that she displayed favoritism toward Debbie, Kim, and Pat, while continually correcting Greg and Gallagher. Students will also probably note that while she did call on some people more frequently than others, she continued to give negative feedback to those students who weren't given a chance to respond. Some students may have observed that identical student responses received differing feedback, either extremely positive feedback or neutral feedback, depending on the student offering the response. Other students may have noted that this teacher tended to criticize some students

severely for minor misbehaviors, instead of listening to students who were trying to respond to the questions she had posed. Students may also comment on the personal level of this teacher's feedback.

In contrast, the teacher in Classroom #2 tended to ask students to explain their responses so he could tell whether to praise them or give corrective feedback. He generally praised students when they deserved it and asked them to explain possible mistakes rather than correcting students personally. His pattern of feedback did not vary from student to student and his comments generally were directed to the ideas presented rather than to the presenter of the ideas.

In conjunction with this discussion, students should comment on how the students in the film perceived their teachers and each other. Ask students how the behavior patterns of the two teachers might influence the cognitive, affective, and social meanings communicated in the classroom. Which classroom would seem to present the best situation for cognitive learning? Which classroom would seem to present the most relaxed and enjoyable atmosphere for learning? Which classroom presents a social climate most free from bias, inequality, and injustice?

Pre-service teachers may discuss the fact that the learning task in Classroom #1 did not seem to be as well defined as in Classroom #2. In Classroom #1 attention was often diverted to teacher control efforts and away from the task at hand. In addition, the randomness of the teacher's feedback not only embarrassed several students, but made others unsure of whether or not to respond at all. The whole task became not to respond with an idea that came from the slides, but to respond with an idea that reflected what the teacher expected - an idea that would recieve a "good, excellent" or a "very, very good" from the teacher. On the other hand, it

appeared that the students in Classroom #2 were trying to select and defend their choices for the best place to locate a city.

Affectively speaking, it is clear the students in Classroom #1 were much more anxious. Pre-service teachers may even suggest that it was the very nervousness of the students that led to the gum chewing, foot tapping, lip biting, and squirming around. Even the students who were receiving the most praise seemed very uncomfortable. The students in Classroom #2 seemed quite relaxed and under much less pressure.

Although both teachers dominated their discussions, the manner in which the teacher in the first classroom distributed her praise and criticism emphasized her position of authority and power. Both teachers assumed the cloak of authority on the subject under discussion, but teacher #1 used her power as an authority figure to capriciously bestow rewards and punishments to students she favored and disfavored. Not only does such a behavior pattern imply that the social relationship between teacher and pupil is something akin to that between dictator and peasant, but also has implications for student peer group relations. This teacher can always hope she has caused enough dissension among the ranks to prevent an organized revolt. The second teacher used his authority to issue corrective feedback in order to shape substantive content, not to display favoritism.

4. Once the general verbal behavior patterns of each of the two teachers, the differences between their behavior patterns, and the implications of teacher fair verbal behavior on student learning have been discussed, your class should begin a more detailed analysis of the specific types of verbal behavior that students perceive as fair and not fair. The Student Handouts which have been prepared for this purpose should be distributed. A complete copy of the Student Handouts is found in the last part of this

Guide. Students may work in any grouping configuration in or outside of class to accomplish any or all of the tasks suggested in their handout. Students can work individually or in small groups and use the space provided on worksheets in the manual or you may wish to continue the class discussion and use the blackboard. Students are given a list of behavioral indicators that describe instances and non-instances of fair verbal behavior. They are asked to analyze the two classrooms using the list of descriptors derived from research on the topic, a transcript of each of the two classroom situations, and a worksheet to diagram the verbal interaction in each transcript. Students are asked to accomplish three tasks as they analyze the transcript:

1) analyze the transcripts in terms of the list of indicators of instances and non-instances of fair verbal behavior. Students are to underline those teacher comments or questions they feel are manifestations of the described behaviors. Space is provided on the left of the transcript for comments on their decisions and to note the behavioral indicator they think their underlined behavior illustrates. (Notes on how students might proceed are found on the transcript of Classroom #1 in the STudent Handout included in this Guide.)

2) diagram the pattern of verbal interaction in each classroom in terms of correct or incorrect student response or behavior and positive or corrective teacher feedback. Pre-service teachers plot the teacher-student verbal interaction for each student to determine how consistent each teacher was in terms of feedback to each student and feedback to the class as a whole. These interactions are then used to hypothesize how

each student perceives himself, other students, the teacher, and the classroom situation as a whole. (A completed interaction diagram of Classroom #1 is found in the Student Handout included in this Guide.)

3) refine and/or make additions to the list of verbal behavioral indicators. As a result of analyzing the transcripts and discussing their interaction diagrams, students will probably have many ideas on how to revise their list.

The Criterion Test

The last exercise in the student manual is a role-playing activity that can be considered the criterion test for this unit. Students are given a worksheet to describe a dialogue in their subject matter area between one to ten students and Teacher A and Teacher B. Teacher A is a teacher who manifests behaviors that indicate he is not at all fair. Although this exercise can be completed individually, it would probably be more interesting for the pre-service teachers if they worked in groups of three to five. It is also suggested the groups be formed of students with interest in the same subject matter. One student should role-play Teacher A, one student Teacher B, and the other members of the group should role-play students. Pre-service teachers role-playing students can then judge whether comments made by Teacher A or Teacher B are fair or not. Selected comments can then be filled in. Pre-service teachers should be reminded to try to make their behaviors seem as real as possible. Very few teachers actually say "You!, stop!!" Teacher A should not be a verbal gorilla but rather use comments of a more subtle nature, such as, "Ann, you must have been dreaming when we went over this before", or "For the third time, Bill, who discovered America?" and

"Why aren't you more like your sister?" Discoveries and problems encountered by students while role-playing and making the decisions about what kin-s of comments and questions illustrate instances and non-instances of fair verbal behavior can be explored in small groups, and if time and interest warrant, an exchange of dialogues can be presented before the entire class.

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STUDENT HANDOUTS

FOR

FAIR VERBAL BEHAVIOR

Contents:

1. Description of Behavioral Indicators of Instances and Non-Instances of Fair Verbal Behavior.
2. Transcript for Classroom #1.
3. Worksheet for diagram of verbal interaction in Classroom #1.
4. Transcript for Classroom #2.
5. Worksheet for diagram of verbal interaction in Classroom #2.
6. Worksheets for the Criterion Test.

Instructions:

Analyze the transcripts of Classroom #1 and Classroom #2, using the provided description of Behavioral Indicators and the worksheets for diagramming verbal interaction.

1) Read the description of behavioral indicators of fair and unfair teacher verbal behaviors. Use it as a guide to underline teacher comments and questions on the transcript for Classroom #1 which you feel are manifestations of fair or unfair verbal behavior. Use the space provided to describe or comment on the behavioral indicator the underlined comment or question illustrates.

2) Use the worksheet provided to diagram the verbal interaction for each student in Classroom #1. Consider the following questions:
   a) How consistent is this teacher in terms of the feedback she gives each student? in terms of the class as a whole?
   b) How do you think each student perceives himself? other students? the teacher? the classroom situation as a whole?

3) Read the description of behavioral indicators of fair and unfair teacher verbal behaviors. Use it as a guide to underline teacher comments and questions on the transcript for Classroom #2 which you feel are manifestations of fair or unfair verbal behavior. Use the space provided to describe or comment on the behavioral indicator the underlined comment or question illustrates.

4) Use the worksheet provided to diagram the verbal interaction for each student in Classroom #2. Consider the following questions:
   a) How consistent is this teacher in terms of the feedback he gives each student? in terms of the class as a whole?
   b) How do you think each student perceives himself? other students? the teacher? the classroom situation as a whole?

5) Use your experience of analyzing the transcripts as a basis to refine, modify, and/or make additions to the list of descriptive behavioral indicators of fair and unfair verbal behavior.

DESCRIPTION OF BEHAVIORAL INDICATORS OF FAIR VERBAL BEHAVIOR

Concept Definition: Fair verbal behavior is that which follows a consistent standard toward all students concerned that is free from bias, dishonesty, and injustice.

Behavioral Indicators of Instances of Fair Verbal Behavior

1. Is more likely to praise the students' ideas than the students personally.
2. Generally praises the students when they do something she likes and corrects them when they make a mistake or misbehave.
3. Explains what the mistake or misbehavior was rather than criticizing the students.
4. Asks students to clarify statements or defend actions in order to determine whether to praise or correct students.
5. Follows a consistent standard toward all concerned when praising or correcting students.

Behavioral Indicators of Non-Instances of Fair Verbal Behavior*

1. Gives some students special breaks or lets them get away with a lot more than most of the other students.
2. Gives in too much to student ideas.
3. Praises students who don't deserve it.
4. Praises students who deserve it, but rarely corrects them when they make a mistake or misbehave.
5. Praises students personally, rather than their ideas.
6. Criticizes students personally rather than their ideas.
7. Criticizes students severely for minor things.
8. Rarely praises a student even when students deserve it.
9. Criticizes students when they misbehave or make a mistake, but rarely praises students when they deserve it.

*PLEASE NOTE:
Although a teacher who displays any one of the above behaviors could be considered unfair, research indicates that students perceive behavior #1, that of using inconsistent criteria for judging, as the most serious. A teacher can display favoritism or capriciousness by exhibiting behaviors #2 - 5 to some class members and behaviors #6 - 9 to other class members.

FAIR VERBAL BEHAVIOR

Instructions: Use the description of behavioral indicators to underline teacher comments and/or questions you feel are manifestations of fair or unfair verbal behavior. Comment on your decisions.

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behavior	Transcript for Classroom #1
	Tchr: OK, kids, you've just seen the slides, the slide tape on urbanization and what I'd like to do now with you is have you identify some of the city problems that you saw in it, if you saw any. OK? Can I have some volunteers? Pat?
	Pat: Overpopulation.
Praises the student when he deserves it.	Tchr: Overpopulation. Good. I'm just going to abbreviate; I think you'll know what I mean - what I'm talking about. Any other city problems? Gallagher?
	Gallagher: Um, drugs.
Criticizes student personally Criticizes severely for minor things	Tchr: Hey, you're chewing gum. Swallow it. Now what was the problem?
	Gallagher: (Gulp) Um, gum. . . (Kids laugh). . .ah. . .
	Tchr: Just give me the problem.
	Gallagher: Um, drugs.
Generally criticizes; rarely praises Gallagher for anything	Tchr: OK. I think that was obvious. I mean, there was a slide on the drugs. Debbie?
	Debbie: Anomie.
	Tchr: Anomie. Very good. What does anomie mean to you, Debbie?
Generally praises Debbie	Debbie: Well, kind of being alone in a crowd, like being isolated and not knowing anybody.
	Tchr: That's very, very good. Very good. Gallagher, you pay attention. Pat?
Generally criticizing Gallagher	

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behavior	Transcript for Classroom #1
Generally praising Pat when he deserves it	Pat: Pollution.
	Tchr: Pollution. Very good, very good. What kind of pollution, Pat?
	Pat: Noise pollution, probably.
	Tchr: Pardon me?
	Pat: Noise pollution.
	Tchr: Noise pollution. Any other kind of pollution? Pat?
22	Pat: Trash.
	Tchr: OK - litter, this sort of thing. That's a very good observation, very good. Jeri?
	Jeri: Hunger.
	Tchr: Hunger. Very good - hunger. Excellent response - excellent response. Kim?
Generally praising Kim	Kim: Unemployment.
Corrects students when they don't deserve it	Tchr: Unemployment. Very good. What's the matter with the rest of you people? What do you see as the causes of some of these problems? OK, Gallagher, I'll give you another chance. Go ahead.
Generally correcting Gallagher when he doesn't deserve it; corrects him personally	Gallagher: I think that. . .
	Tchr: Did you get rid of the gum?

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behavior	Transcript for Classroom #1
	Gallagher: Yes
	Tchr: OK.
Rarely praises Gallagher, even if deserves it	Gallagher: I think with the drugs, I think they're trying to try to get away from everything like the overpopulation and maybe - I don't know - just get away from stuff so they start on drugs.
	Tchr: OK, OK. . . Kim, do you see any causes of - oh - let's say, of poverty. What would you say might be a cause of poverty. . . what might lead to poverty as being a city problem?
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Gives in too much to student ideas and praises students who don't deserve it	Kim: Ah - violence.
	Tchr: Do you think so?
	Kim: Yeah.
	Tchr: I think I'd agree - yeah. Yeah, that sounds good. That sounds real good. Debbie?
	Debbie: Well, with overpopulation, unemployment because of the poverty, because people don't have the money to buy the things they need and to move out of the ragged areas.
Generally praises Debbie	Tchr: Very good, very good. Ah, that's an excellent response, an excellent response. Jan?
Student start to identify with other students personally rather than with ideas	Jan: Well, kind of going with Debbie, they don't have the education so that they can't find a job or they haven't had the opportunities - I mean, that would lead to poverty.

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behavior	Transcript for Classroom #1
	Tchr: Jim?
Rarely praises Gallagher even when he deserves it; does not pursue his ideas fully enough	Gallagher: I think crime is connected with poverty.
	Tchr: How?
	Gallagher: 'Cause when they don't have enough food or something, they have to go out and steal to get some food.
	Tchr: OK - a possibility, a possibility. Greg?
	Greg: Why, ah, unemployment. . .
Generally criticizes Greg	Tchr: Could you sit down a little bit with the rest of the group, please? Now, Greg, what were you going to say?
	Greg: Unemployment might do it.
	Tchr: Might do what?
Underplays Greg's opinion	Greg: You know, cause bad living conditions.
	Tchr: Someone may not have a job, so. OK, I think that that's quite obvious. Debbie?
Generally praising Debbie personally rather than ideas	Debbie: Well, urban migration - like they came from the country, you know. . .
	Tchr: Just a minute. Did you notice how Debbie used urban migration? We have been studying this for two weeks, and yet Debbie seems to be the only one to - you know, be really with it today. Gallagher - stop tapping your feet! It bothers me, it bothers me. And, Greg, come on down here where you belong - one more step. OK. All right. Jan?
Generally correcting Gallagher and Greg for minor things	

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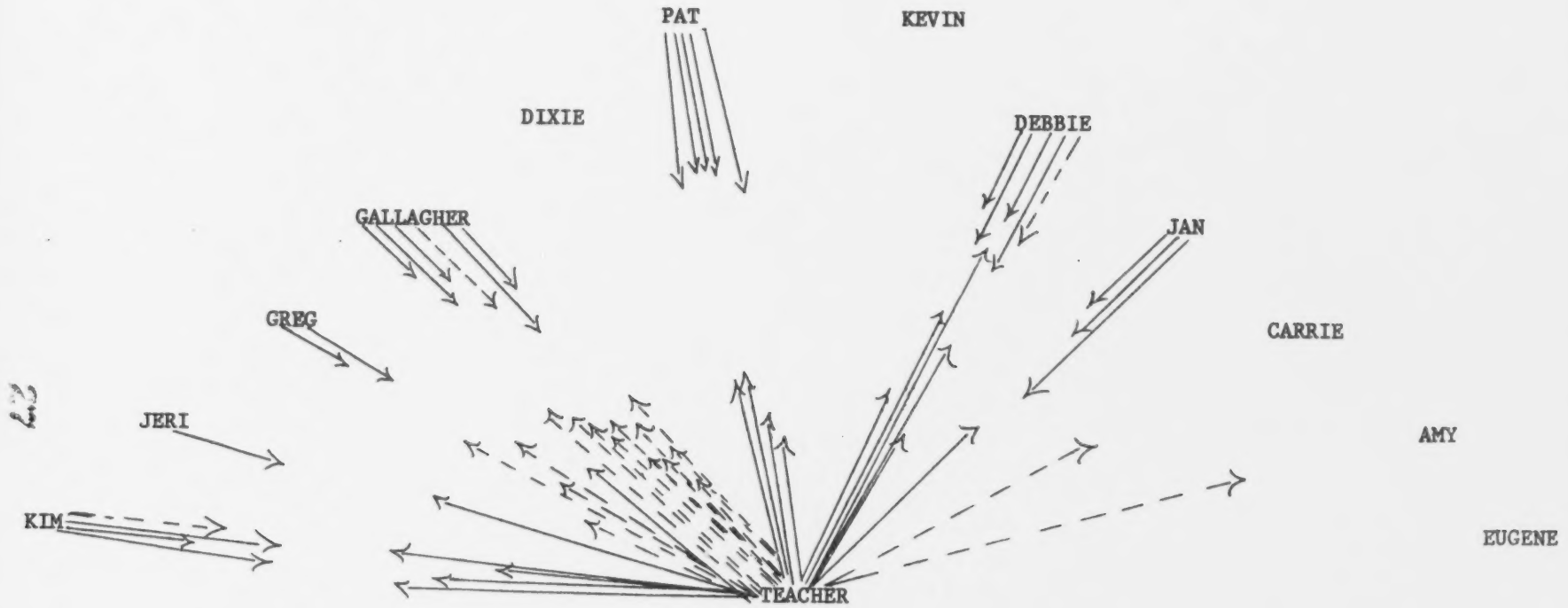
Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behavior	Transcript for Classroom #1
Corrects students for minor things	Jan: Well, like that Absentee Landlordism, you know. . .
	Tchr: Just a minute. (Pointing to Greg), Would you sit still? (To Jan) I'm sorry.
	Jan: Well, so there should be. . .
Corrects students when they don't deserve it.	Tchr: Amy, wait until you're called on. Put your hand down.
	Jan: . . . some kind of laws to - ah - kind of protect these people - you know, make sure they only pay for the kind of house that you have.
Generally correcting Gallagher to the point that Jan does not get praise she deserves.	Tchr: Watch it. Now there are some people in here that do want to learn, Jim Gallagher. Jan's been interrupted twice now. She is trying to get her point across about absentee landlordism which is another point that we have covered before. I would expect most of you to know it. Go ahead, Jan.
Generally praising Pat - He is rarely asked his opinion. He is given "hints" instead of asked to clarify	Jan: Um. . .
	Tchr: OK, that was a very good point. Pat, what do you think about causes of hunger?
	Pat: Hunger - well.
Corrects the rest of the class, then calls on Pat	Tchr: What other problems might be related, let's say - let's put it that way. And will the rest of you people please respond, too? Pat?
	Pat: Well, I think that hunger is when people are eating food that's moldy. . .
Generally correcting Gallagher for minor things	Tchr: Sit up, Gallagher!

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behavior	Transcript for Classroom #1
	Pat: . . .and - ah - it might not have a - it might be moldy and beans left over from two weeks ago and pick it out of the trasn -- people going around picking things out of the trash - that would be hunger.
Generally praising Pat	Tchr: Uh huh. Uh huh. That's a very good - a very good observation. OK, does it mean the same thing to you, Kim?
Generally praising Kim - often corrects class for not responding, but calls on Kim rather than someone with their hand up	Kim: Yeah, a. . .
	Tchr: I'm calling on Kim. Go ahead.
	Kim: Um - some foods are more filling than others, and so if you just ate a little bit of something, it might be more filling than others.
	Tchr: More filling, and can you think of anything else?
	Kim: Has more vitamins in it and stuff.
	Tchr: Good, good, excellent, yes, yes, yes. What would it mean to you, Debbie?
Praising student who doesn't deserve it	Debbie: Well, if you don't have your proteins and things like this that you need to keep your body running. If you, just, like had to eat the same thing every day, and you don't get enough of everything, well - you could be eating all of that, but if you don't have the right kind of things - you know - you could still, like, get sick and - you know. . .
Refers to Kim personally rather than idea	Tchr: Beautiful. Nicely stated. Ah - related to Kim's. The idea of - ah - enough of the right kind of foods. This is very good, a very good observation. Carrie, get back where you belong.
Correcting a student who has never been called on	

DIAGRAM OF VERBAL INTERACTION

IN TERMS OF TEACHER FEEDBACK FOR CLASSROOM #1



Instructions: Using the key below, diagram the verbal interaction for each student in Classroom #1. How consistent is this teacher in terms of the feedback she gives to each student in terms of the class as a whole? How do you think each student perceives himself? other students? the teacher? the classroom situation as a whole?

——————> positive teacher feedback

——————> correct student response or behavior

– – – – – > corrective feedback

– – – – – > incorrect student response or behavior

FAIR VERBAL BEHAVIOR

Instructions: Use the description of behavioral indicators to underline teacher comments and/or questions you feel are manifestations of fair or unfair verbal behavior. Comment on your decisions.

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behavior	Transcript for Classroom #2
	Tchr: All right, today we want to talk about cities, site location of where we put cities, and then we want to try and see if we can decide where some cities would be located in different time periods. Let's think of some other reasons, then, why we want to put a city in a particular spot. We're looking for protection, we are looking for land or room to grow. Alan.
	Alan: Has to have natural food around, you know, so you can be able to get your food and things like this.
	Tchr: All right, so we're saying a source of food. All right, which one of the locations up there is going to provide you with a source of food?
	Albert: B.
	Tchr: B?
	Stds: Yeah.
	Tchr: Why B?
	Alan: Animals in the swamps and stuff.
	Albert: Yeah
	Tchr: All right, can you think of swamp animals that are going to be eaten, though?

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behavior	Transcript for Classroom #2
	Tchr: We've just moved here. We've just got off our ship. What do you think? Joe.
	Joe: It could be like D so you could grow some food.
	Tchr: All right. So you've got land you can move out and farm on possibly.
	Dennis: B though, you could also use the ocean, you know - you could fish.
	Tchr: OK. You are close to fishing.
	David: You'd have birds in the swamps.
	Tchr: All right - birds in the swamps. He was talking about D a minute ago -- you also have the water at D. Now you are going to have different types of fishing, aren't you, between the sites? How is the fishing going to be different from site D - say - to site B?
	Lynne: Well, there's fresh water fish and then there's salt water fish and there's just a little difference. . .
	Tchr: OK. So, there would be fresh water fish at what site?
	Lynne: On the river.
	Tchr: On the river. And what kind of fish at site B or site C. . .
	Stds: (All) Salt water.
	Tchr: All right, salt water or ocean fish.

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behaviors	Transcript for Classroom #2
	Tchr: All right. Is there anything else you want to list up there?
	David: Well, you'd want to build a place that is safe, where it wouldn't be likely to flood or there wouldn't be something like a mud slide or something.
	Tchr: OK. So how would we list that?
	David: Safety.
	Tchr: All right. Is there a difference between the protection we wrote up here and the term you said - safety?
	Manuel: Well, protection - we are thinking about the enemies and stuff.
	Tchr: All right - and what do you think about when you think about safety?
	Manuel: Well, being in a place where you wouldn't be likely to get flooded out or something to. . .
	Tchr: OK. So let's list it then as long as you know the difference. Safety, then, as an item you're going to look up. So you know the difference between safety, then, and protection in your own mind - Right?
	Stds: Um hum.
	Tchr: OK. Is there anything else that you want to list as a consideration in choosing where you are going to put a city?
	Donna C: Well - fresh water.

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behaviors	Transcript of Classroom #2
	Tchr: All right. That's the one I was thinking about that we hadn't talked about yet - and that is a water supply. Which particular site up there seems to be going. . .
	Rita: D.
	Stds: (All) D.
	Tchr: . . . back to the original one. All right. D. What if I said I thought A would be a better one and you said D because it was right along the river for fresh water, I said A?
	Alan: Well, A might flood out or something.
	Lynne: Yeah, you would have some problems.
	Alan: If there was higher land above the river or something, it would be OK.
	Tchr: So if we know what the topography of the land, if we know if it was raised or lowered that might make a difference. OK. That goes back to land and room and the quality of it.
	Stds: (All) Yeah.
	Tchr: The thing I was pointing out in saying A though. What happens if the river along D dires up one year? And by picking A, I was picking it because there were two water supplies - one, the river on one side - one, the river on the other. You're right in saying I am taking a chance on flooding or natural disaster, but I'm weighing a different consideration. I'm weighing the consideration of fresh water. Maybe I

Comments on Verbal Behavioral Indicators of Fair and Unfair Verbal Behaviors	Transcript of Classroom #2
	haven't looked far enough, maybe I have to again do what we said at the very beginning - take more than one of these things into consideration.
	Alan: D - maybe you'd have your resources here when you got there, and then by the time if it did dry up you'd have your roads down or whatever to the ocean so you could get your things from there that are shipped in and things like this.
	Tchr: OK. So you're saying that D is not going to dry up over night.
	Alan: Yeah.
	Mike: Yeah.
	Tchr: And that over a course of a number of years of building my city, I would have built some kind of a way to. . .
	Alan: Yeah, another way to travel.
	Tchr: What could I build that might insure that D would have water in it most of the time?
	Manuel: A dam.
	Donna C: Dam.
	Tchr: All right - I could dam up the river, couldn't I?
	David: But D, it might not dry up, or A might dry out with it because there might be a fork in the river.

DIAGRAM OF VERBAL INTERACTION

IN TERMS OF TEACHER FEEDBACK FOR CLASSROOM #2

JOE

RON DENNIS

ALBERT MIKE

DONNA C. ALAN

LYNNE BOBBIE

MANUEL DONNA R.

DAVID RITA

TEACHER

Instructions: Using the key below, diagram the verbal interaction for each student in Classroom #2. How consistent is this teacher in terms of the feedback he gives to each student in terms of the class as a whole? How do you think each student perceives himself? other students? the teacher? the classroom situation as a whole?

——————> positive teacher feedback

——————> correct student response or behavior

– – – – – –> corrective feedback

– – – – – –> incorrect student response or behavior

WORKSHEET FOR CRITERION TEST: FAIR VERBAL BEHAVIOR

Instructions: This is a role-playing activity. Work individually or in groups to write a dialogue between 1 - 10 students and Teacher A who exhibits fair verbal behaviors. Use the same student comments, questions or behaviors to create another dialogue with Teacher B, who exemplifies a teacher who does not exhibit fair verbal behaviors. Use the space below to create the two simultaneous dialogues. Check the boxes to indicate whether student behavior is correct or incorrect.

Topic of discussion:

Type of Behavior	Teacher and Student Verbal Behaviors
☐ Correct ☐ Incorrect	Student #___: Teacher A: Teacher B:
☐ Correct ☐ Incorrect	Student #___: Teacher A: Teacher B:

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Worksheet Criterion Test

Type of Behavior	Teacher and Student Verbal Behaviors
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